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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

MARCH 1915

EDUCATIONAL NEWS AND EDITORIAL COMMENT

The superintendent and the Board of Education of the schools of Kansas City, Missouri, issued early in January the first number of the *Kansas City School Bulletin*. The character and purpose of this publication are described in the leading editorial article, which we quote because it contains such a clear statement of a very legitimate social purpose that ought to be served by some kind of school publication. If other school systems would recognize with equal clearness the importance of keeping in close contact with the citizens of the community, many misunderstandings which come from school work could be avoided.

**A School
Bulletin**

To the Citizens of Kansas City:

Annually the Board of Directors of the public schools publishes a report of several hundred pages giving in detail an account of all phases of public-school work. This report contains two classes of matter: (1) Statistical tables showing school expenditures and school attendance in detail. (2) Reports from the superintendent of schools and other officers of the Board of Directors setting forth the plans and policies of the Board and its officers.

The Board of Directors has long desired that the people should know more fully about the work of the schools. The voluminous character of the annual report and the cost of its publication render it unwise and extravagant to print these reports in sufficient quantity that one may be sent to every home in the city, and furthermore many of the statistical tables in such reports are necessarily dry, tedious, and uninteresting to the casual reader. Although each

home is deeply interested in the policies and in the success of the public schools, many parents have not time for a thorough study of these complete reports, however valuable and necessary under the law they may be. In view of these facts, the Board of Directors in October of this year authorized the superintendent of schools to publish from time to time the *Kansas City School Bulletin*. It will be the purpose of this *School Bulletin* to give the parents and taxpayers of Kansas City brief summaries of the statistical tables of the *Annual Report* and of the articles of this report, and to publish from time to time such other plans and policies as may be adopted, and to keep the people more fully informed in regard to the work of the schools. The motto of this *Bulletin* is "For Increased Co-operation between Home and School." We believe that the home and school are striving for the same ends and that in fact the school is merely the agent of the home to perform certain work for the children that the home finds it impossible to do. Hence it is very fitting that your agents should report to you frequently. It will be the plan to publish enough copies of the *School Bulletin* to reach the home of every child in the schools. The Board of Directors, superintendent, and teachers desire the most hearty co-operation with the home. The superintendent especially in the opening number of the *Bulletin* desires to express personally his sincere appreciation of the hearty response that has come from the homes of Kansas City to all efforts at securing more efficient service and better school conditions. As will be told in the *Bulletin* from time to time, Kansas City has made wonderful progress in her schools in the past quarter of a century. There yet remains much to be done. The noblest motive that actuates any parent or teacher is the desire to make life happier, better, and more helpful for the next generation than it has been for the present one. Such a motive eliminates self and lifts its possessor to a high plane of joyful service. You shall be told frankly of the achievements of our schools and of their possibilities. Their weaknesses and difficulties will be pointed out in order that you may help strengthen the weak places and remove the difficulties, thereby assisting in the betterment of the service rendered.

The Department of Agriculture of the federal government has of late taken up a series of vigorous activities in connection with elementary schools. It will be remembered that **Educational Activity of the Department of Agriculture** Congress passed a law authorizing a much more general participation by this department and the related institutions in the general development of agricultural and technical education throughout the United States. It will not be possible to quote in full detail the bulletin which has just been issued, but the following extracts will serve to indicate the character and scope of the work which the Department of

Agriculture is now ready to undertake in connection with elementary-school work:

Mothers and teachers who wish to keep the young people cheerfully busy in useful tasks about the home or farm may be interested in a project of the United States Department of Agriculture for organizing farm and home handicraft clubs. Some of the arts and crafts in which the department's specialist in charge of club work for the northern and western states hopes to interest his boys and girls are as follows:

1. Rope-tying and -splicing.
2. Making seed testers (box, blotter, and rag-doll testers).
3. Making a hen coop and brooder.
4. Fruit-tree grafting and tree surgery.
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11. Sharpening saw, pair of scissors.
12. Making a medicine cabinet.
13. Making and laying a cement walk or floor.
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16. Drawing plan of 80-acre farmstead.
17. Forging—2 kinds, practical, related to farm work.
18. Welding—2 kinds, practical, related to farm work.
19. Horseshoe-making.
20. First aid to household furniture: (a) chair; (b) table; (c) picture frame; (d) door lock or hinge.
21. Pressing and cleaning a suit of clothes.
22. Papering a room.
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30. Show how to repair the cover or broken back of a book.
31. Art metal work for household.
32. Modeling in clay and plaster.
33. Leather work: repair of leather goods or art work.
34. Fabric-dyeing and -printing.
35. Pottery for use in the home.
36. Basketry for use in gathering and marketing vegetables and fruit.
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These are mere suggestions which have been sent out to different state and district leaders in the northern and western states. It is hoped this list will enable them to encourage lines of work that have an economic value in the farm and home management of any community.

The new clubs, it is expected, will be merely the agricultural clubs already organized among the young people and the new lines of industrial work will be taken up at times and seasons when corn, pigs, chickens, and vegetables do not need the special attention of the boys and girls. Under the new plan

each club member will probably select about ten of the suggested tasks and do each of them during convenient moments. The results of the work of all the members of one club will be exhibited at the end of a year's time in a place where the rest of the community may see what has been attempted and may pass judgment on its value.

Any mother or teacher who would care to interest her children in any of the arts and crafts outlined above may write for further details to the Office in Charge of Club Work for the Northern and Western States, United States Department of Agriculture, Washington, D.C.

A series of publications issued by the Division of Educational Research connected with the public schools of the city of New

**New Orleans
Researches**

Orleans furnishes another example of the value of scientific work in connection with the office of a superintendent of a great city school system. Mr. D. S. Hill, who is the officer in charge of this division, issues in a pamphlet entitled *Measurements in Elementary Education* a study of the progress of children in the city of New Orleans. The relative age in the various grades, the rate of their progress, and other general information about the character of each one of the classes are presented in such form that each school can see its individual record and can make a comparison of this record with the general average of the city. The second division of the pamphlet deals with the educational laboratory, describing briefly its equipment and its purposes. The third part of the pamphlet deals with certain problems of industrial education.

Mr. Hill has also prepared at the request of the commissioner of public property a study of delinquent and destitute boys in New Orleans. This pamphlet gives in full detail the mental and moral characteristics of a number of boys who constitute a genuine sort of problem.

A third pamphlet issued by this division deals with the vocational survey for the Central Trades School and is entitled *Facts about Public Schools of New Orleans in Relation to Vocation*.

The Division of Educational Research in the city of New Orleans is one of six or seven such organizations in the leading cities of the United States. It is very gratifying to the student of education to see this movement spreading in all parts of the country. There can be very little doubt that the superintendent's

office in every large city in the United States will shortly be equipped with facilities for the kind of investigation which is being pushed forward so successfully in New Orleans.

We are glad to give currency to the following notice sent out by the Barber Asphalt Paving Company, Land Title Building, Philadelphia:

**An Exhibit on
Asphalt**

So many requests for literature, samples, and exhibits describing asphalt, its sources and uses, have reached us from primary schools, high schools, and colleges that it has been found desirable to prepare a school exhibit together with illustrated booklets especially for the use of schools. These appear to be used in teaching commercial geography. Apparently one teacher or school learns from another that this matter is available, and in this way the requests come to us, since we have never made an announcement previous to this that the exhibits and booklets were available.

Any requests for this material that may reach us from your readers will be gladly complied with. The exhibit and the literature are sent entirely without charge.

In the course of the discussion in New York City regarding the reduction of the large board of education to a small and more representative group, the Public Education Association of the city of New York has just issued a bulletin regarding the sizes of boards of education in cities of 100,000 population and over which reveals the following facts:

**Sizes of
Boards of
Education in
Different
Cities**

Twenty-three of these cities have boards of education of more than seven members, and only thirteen have boards of more than nine members. The common size is five. The tendency is distinctly toward the small board. In seven cases only has the board been enlarged, and in each of these cases the addition was small. In two cities, Chicago and Detroit, the addition occurred in the nineties, before the desirability of small boards was clearly recognized. In some cases, as in Boston, Baltimore, Cambridge, Cincinnati, Grand Rapids, Newark, New Orleans, Pittsburgh, Scranton, Syracuse, and Toledo, the decrease has been remarkable. The size of the board does not increase with the size of the city; the tendency seems to be for large cities to have smaller boards than the smaller cities of the group of 100,000 population and over.

The following table shows the sizes of school boards in cities of this class:

Size of Board	Number of Cities	Names of Cities
0.....	2	Buffalo,* St. Paul†
3.....	1	Albany
4.....	1	San Francisco
5.....	14	Spokane, Cambridge, Lowell, Memphis, Birmingham, Toledo, Portland, Denver, Rochester, Louisville, Indianapolis, Seattle, New Orleans, Boston
6.....	1	Kansas City
7.....	8	New Haven, Syracuse, Oakland, Columbus, Minneapolis, Los Angeles, Cincinnati, Cleveland
9.....	10	Nashville, Grand Rapids, Fall River, Paterson, Richmond, Scranton, Jersey City, Washington, Newark, Baltimore
12.....	4	Bridgeport, Omaha, Atlanta, St. Louis
14.....	1	Dayton
15.....	3	Milwaukee, Pittsburgh, Philadelphia
18.....	1	Detroit
21.....	1	Chicago
30.....	1	Worcester
33.....	1	Providence
46.....	1	New York

* In Buffalo, the commission charter recently adopted provides for a board of education consisting of five members.

† The schools of St. Paul are administered by one of the board of commissioners who appoints a superintendent of schools.

The following kindergarten letter issued by the Bureau of Education will be of interest to all who are concerned with the extension of the kindergarten movement:

Kindergarten News

The kindergarten is coming to its own in the state of California largely through the law recently passed by that state. The law provides that "upon petition of parents or guardians of 25 or more children between the ages of four and a half and six, residing within a mile of any elementary school," and with the approval of the school authorities, the board of education of the school concerned "shall establish and maintain a kindergarten." This law has already resulted in the presentation of 50 petitions with 36 kindergartens opened so far in 21 different cities, 19 of which never had a kindergarten. The legislation that accomplished this was the result of the efforts of the California State Congress of Mothers.

It is fitting that California should take high rank among the states in regard to kindergarten work. It was the Silver Street Kindergarten in San Francisco, conducted as far back as 1878 by Mrs. Kate Douglas Wiggin and her sister, that helped to give such popularity and celebrity to the kindergarten cause throughout the United States. The Silver Street School inspired the Golden Gate Kindergarten Association, identified in the public mind with its founder,

Mrs. Sarah B. Cooper. Mrs. Cooper's work, in turn, brought forth the first kindergarten legacy—that of Mrs. Leland Stanford. The first public lecturer to espouse the kindergarten cause was Felix Adler, who stirred Los Angeles and San Francisco in 1875-76, when visiting the Pacific Coast on a lecture tour. It is expected that California, now in the eleventh place among the states in kindergarten work, will, under the inspiration of the new law, move up to near the front, particularly because of the Panama-Pacific Exposition.

The exposition of Philadelphia in 1876 not only acquainted that city with kindergarten work, with the result that Miss Burritt, the "Centennial kindergarten," was retained there, but the exposition opened the eyes of the entire country to the principles and methods of the kindergarten. In like manner California at the Panama-Pacific Exposition will doubtless present a complete free educational system, including the kindergarten.

Between 4,000,000 and 5,000,000 adults in the United States can neither read nor write, according to figures recently prepared from the census of 1910 by the United States Bureau of Education for the Panama-Pacific Exposition. **Illiteracy among Adults** There has been a notable decrease in illiteracy among children from ten to fourteen years of age, the numbers decreasing from 42 in each 1,000 in 1900 to 22 in each 1,000 in 1910. Most of the illiteracy among children is in the southern states.

The foregoing facts, together with the recent discussions in Congress in connection with the immigration bill, again raise the question of what the schools should do to decrease illiteracy in the country. For children between ten and fourteen years of age the problem is relatively simple. Adequate compulsory attendance laws, rigorously enforced, will place such children in the regular schools. For illiterate persons above the compulsory-attendance age the problem is more difficult. Such persons are usually at work and find in the evening classes conducted in school buildings the only provisions generally made by the schools for instructing them in reading and writing. Such evening classes are in general voluntary and are attended only by the stronger and more ambitious among the illiterates.

In New York City an interesting experiment has been conducted the past two years in offering a part-time continuation course to non-English-speaking women at work in a clothing factory. The class meets in the factory. The employer furnishes the room and

equipment and allows the employees to attend the class during working hours without loss of pay. The Board of Education furnishes the teacher and the supplies. In this case, both employer and employees are convinced that the factory efficiency of the employees is increased as a result of the class work, although the instruction is not vocational in the sense that it gives training in the factory processes. Instruction is given in English; simple hygiene related to the individual, the home, and the factory; accident prevention; and concrete civics comprising the relation of the employee to the employer, to the family, and to the community.

Similar continuation classes are conducted by the school authorities of New York City in hotels and settlements. The classes which meet in hotels are held in the evening and are attended by the hotel maids who cannot speak English. The classes which meet in settlements are day classes and are attended by night workers in the neighborhood who cannot speak English.

By thus securing the co-operation of employers the New York school authorities are carrying the instruction to the illiterate workers at their place of work. Such a plan seems necessary if any large reduction is to be made in the number of illiterates in the country who are beyond the compulsory-attendance age. At least one employer thinks it pays to give time for such instruction during working hours without loss of pay.

In spite of the war an international convention will be held in Buffalo in the first week of March. This is the convention of the

Religious Education	Religious Education Association, discussing the topic, "The Rights of the Child," bringing one hundred speakers of national fame for its thirty different meetings on the days March 4-7. The association which holds this convention has members in all parts of the world and represents all the different faiths and churches.
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Among the attractions of the convention will be an exhibit on child welfare in relation to education. Materials, pictures, charts, diagrams, gathered from all parts of the country, will be shown, illustrating present conditions and the best methods of providing for the proper development of children, especially as to their moral and religious lives.

The progress of education in the state of Virginia during the last decade is a source of considerable pride to the citizens of that state who are interested in education. In view of the fact that the population of Virginia has increased but comparatively little since 1905, the following facts indicate a substantial educational advance. They also probably give a rough measure of progress in the more progressive sections of the country.

**Educational
Progress in
Virginia**

Increase in enrolment	78,345
Increase in average daily attendance	82,345
Increase of state, county, and city appropriations	\$4,025,386.77
Increase of high schools	427
Increase in salaries of teachers	\$2,080,530.62
Number of new schoolhouses	2,412
Cost of new schoolhouses and grounds	\$6,113,189.45
Number of schoolhouses consolidated	572
New normal training schools built	3

Of more significance than the quantitative progress represented by the facts just given is the qualitative progress indicated by the following list of new features introduced in the schools of Virginia during the past ten years: "School Fairs, School Leagues, Civic Leagues, Night Schools, Open-Air Schools, School Wagons, Industrial Supervisors, Manual Training, Domestic Science, Girls' Canning Clubs, Boys' Corn Clubs, Mothers' Clubs, Extension Work, Medical Inspection, Free Lunches, Industrial Surveys, Vocation Schools, School Inspectors, Schools for Adult Illiterates, Supervised School Athletics, Public Playgrounds, Literary Leagues, Debating Societies, Teachers' Reading Courses, School Gardens, Normal Training Schools, Agricultural Schools, and Classes for Backward Pupils."

The interesting fact clearly brought out by this list of innovations is that the conception of education has been rapidly changing during the twentieth century. A generation ago it would have been difficult to see the relation between public education and industrial surveys, girls' canning clubs, etc. The value of the school is coming to be measured by the extent to which it serves the community. The school is not an end in itself.

The *Honolulu Friend* reports a comparative study recently made on the grades of graduates of the three largest Honolulu high schools and grammar schools for five years to determine the relative standing by races. There were 804 graduates, of whom 251 were of American or North European parentage, 191 Chinese, 113 Japanese, 112 mixed white and Hawaiians, 77 Portuguese, 28 Hawaiians, 22 Chinese-Hawaiians, and 10 Koreans.

Of the 113 Japanese graduates, 30.1 per cent ranked A, or 90 on a scale of 100; of the 10 Koreans, 30 per cent; of the Chinese, 26.7; of the Chinese-Hawaiians, 18.2; of the white Hawaiians, 16; of the American and North European, 13.2; of the Portuguese, 11.7; and of the pure Hawaiians, 10.7 per cent.

The results of this test may cause the "superior" white race to ponder on the preparation their children are making to carry the white man's burden.

A joint committee made of manufacturers is publishing a series of monographs which contain full information with regard to different phases of mechanics and physical science. *Industrial Monographs* *graph No. 5* is published by the Singer Sewing Machine Company and contains a full description of the mechanics of sewing machines. *Monograph No. 2* is published by the Weston Electrical Instrument Company of Newark, New Jersey, and gives an account of elementary electrical testing. *Monograph No. 3* is an account of the Edison storage battery. *Monograph No. 4* is an account of experimental electrical testing. These monographs dispense a great deal of useful information. Their purpose is described in a note in the preface as follows: "These monographs are intended to convey to teachers the point of view of men of affairs and the principles and facts worth teaching to students in each specialty."

The information will be very valuable to anyone who is interested in mechanics and in giving instruction to children in any grade of school. Some of the material is directly useful for seventh- or eighth-grade pupils. The rest of the information is of such a nature that it would be directly available for students in the early years of the high-school course.

Dr. Martin G. Brumbaugh, in the last report he made to the Philadelphia school board before assuming the duties of the governorship, recommends that the school system of the city be organized on the six-six basis with junior and senior high schools of three years each.

He also criticizes the schools of observation and practice used in the preparation of prospective teachers as made up of selected pupils and not affording real school conditions. While appreciating the pedagogic value of such schools, Dr. Brumbaugh thinks it would be much better practice for student-teachers to carry on their work under actual teaching conditions, and concludes by saying, "I hope the board will not increase or even continue the artificial and expensive machinery now used to train our young men and women to teach."